



STATE OF MISSOURI  
ELEMENTARY AND SECONDARY EDUCATION  
**ELIGIBILITY DETERMINATION CHECKLIST FOR SEVERELY HANDICAPPED CONTRACTED  
PLACEMENT REIMBURSEMENT (SHCPR) EMOTIONALLY DISTURBED**

**Please print all requested information.**

**Section I – Student Information**

**Student Name:**

Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_ MI: \_\_\_\_\_ Birthdate: \_\_\_\_\_

**District Name:**

LEA School District Name: \_\_\_\_\_

**File Reviewed by:**

\_\_\_\_\_ Date Reviewed: \_\_\_\_\_

**Complete Section II & III after completing Review**

**Section II – Summary of Required Documentation Review**

**Check and specify dates of each item reviewed. If any of the required documentation is missing, note the missing item(s) in Section III.**

- ☐ IEP(s) dated \_\_\_\_\_
- ☐ Current Evaluation report dated \_\_\_\_\_
- ☐ Progress report or notes for the past 12 months included: \_\_\_\_\_

☐ LRE documentation

- \_\_\_\_\_ the district considered educating the student in the public school program
- \_\_\_\_\_ the district identified supplementary aids and services that would be needed to educate the student in the public school program
- \_\_\_\_\_ the district articulated why they cannot provide an educational benefit to the student within the district's own program or another public school program.

Did the district provide services to the student? ☐ Yes ☐ No

If yes, a description of the educational setting in which the child was served by the district was submitted. ☐ Yes ☐ No

Specify district educational setting \_\_\_\_\_

**Section III – Eligibility Determination**

(Complete after documentation reviewed)

☐ Eligible ☐ Not Eligible **LRE Documentation**

☐ Reviewer requests a second review.

☐ Reviewer found the application not eligible for reimbursement for the following reason(s):

\_\_\_\_ Documentation was outdated \_\_\_\_ The district failed to submit the documentation listed below. \_\_\_\_ Other (Please specify)

\_\_\_\_\_

## Section IV — Review of Evaluation Report, IEP & Other Documents

Level of severity for children with ED is determined based on intensity of the level of supports across a) academic, b) behavior, and c) related services necessary to impact student educational performance. NOTE: Supports should be typical of services for students with ED and not other severe disabilities (e.g., communication training for Autism, functional skills for Developmental Disabilities).

**Intermittent** – Support on an “as needed basis.” Characterized by episodic nature, person not always needing the support(s), or short term supports needed during life span transitions. Intermittent supports may be a high or low-level intensity when provided.

**Examples**

- Academic
  - Consult with general education teacher
  - Specific event accommodations (e.g., test reader, more time, quiet room)
- Behavior
  - Targeted social skills
  - Quiet room
  - Check in
  - Self management/monitoring
- Related Supports
  - On-call counseling / social worker
  - Receives meds at school

**Limited** – An intensity of supports characterized by constancy over time, time limited but not of an intermittent nature, may require fewer staff members and less cost than more intensive levels of support

**Examples**

- Academic
  - Consistent accommodations in one or more academic domains (IEP goals)
  - Regular contact with special educator (scheduled pull out time)
- Behavior
  - Targeted social skill IEP goals
  - FBA- BIP
- Related Supports
  - Counseling services on a regular basis (e.g., weekly)
  - Need for on-going medication monitoring with physician
  - Social work monitoring
  - Juvenile officer monitoring

**Extensive** – Supports characterized by regular involvement (daily) in at least some (work, or home) environments and not time limited (long term).

**Examples**

- Academic
  - Special education curriculum or general education curriculum delivered in pull out special education placement for majority of day
- Behavior
  - Behavior supports delivered by or with daily support of a special educator
  - Requires frequent intensive behavior supports outside of typical scheduled activities across the day or school week (e.g., removal from classroom due to behavioral concerns)
  - Behavior intervention plans reflect implementation by specialized personnel and or specialized strategies
- Related Supports
  - Behavior consultant
  - One-on-one paraprofessional
  - Daily or multi-modal counseling
    - Outpatient
    - Family involvement
  - Active Community case worker (e.g., social worker, family services, health)
  - Active juvenile justice involvement

- Multiple medications requiring close monitoring

**Pervasive** - Supports characterized by their constancy, high intensity; provided across environments; potential life sustaining nature. Pervasive supports typically involve more staff members and intrusiveness than do extensive or time limited supports.

**Examples**

- Academic
  - Requires highly individualized and specialized instruction to benefit within curriculum
- Behavior
  - History of requiring in-patient treatment? Placement?
  - History of home-bound placement
  - On-going and intensive behavioral supports implemented by specialized personnel required across the school day
  - Requires environment with continual monitoring and immediate intervention by specialized personnel
- Related Supports
  - Requires intensive mental health services (frequent counseling with access for on-the-spot assistance across the school day)
  - Medications must be monitored on an on-going basis
  - Frequent and active involvement with community case workers

Reviewer: List supports required in IEP according to their level of intensity and area of need. Include data sources supporting intensity level.

	Behavior	Academic	Related Services
INTERMITTMENT			
LIMITED			
EXTENSIVE			
PERVASIVE			

Level of supports needed for student success fall at the pervasive level.

☐ YES      ☐ NO If "no," file is not eligible for reimbursement.

Evidence presented indicates pervasive supports cannot be provided within the LEA.

☐ YES      ☐ NO If "no," file is not eligible for reimbursement.

## REVIEW OF THE INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Current Placement:

The IEP reflects a student whose educational needs are pervasive and intense and commensurate with the student's abilities as reported in the evaluation report.

☐ YES ☐ NO

If "no," file is not eligible for reimbursement.

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The IEP reflects the program modifications and/or supports that the child needs to ensure FAPE/benefit from their education.

☐ YES ☐ NO

If "no," does justification support why the district failed to attempt program with modifications and/or supports?

☐ YES ☐ NO

If "no," file is not eligible for reimbursement.

Comments: \_\_\_\_\_  
\_\_\_\_\_

## REVIEW OF JUSTIFICATION FOR PRIVATE CONTRACTUAL SCHOOL PLACEMENT

The IEP Team considered educating the child in the LEA, including in the regular education classroom. (i.e. Specific statements of exactly what was considered and basis of rejection, supportive statements that show specifically why the student would not benefit.)

☐ YES ☐ NO

IEP Team considered and/or identified supplementary aids and services that would be needed to educate the child in the LEA. (e.g. Level of supports needed for student success clearly identified, including related services; Paraprofessionals, assistance with physical disabilities, instructional support, materials and specialized equipment to access the general education curriculum, intensive short-term instruction, peer tutors, consultants or collaborations, services).

☐ YES ☐ NO

LEA articulated, consistent with the IEP, why the LEA cannot serve the child in the LEA or other public placement that would benefit the child. (i.e., supportive statements that justify opinions, functional curriculum, harmful impact upon non-disabled students, lack of progress even with supplementary aids and services, limited benefit).

☐ YES ☐ NO

## OVERVIEW OF JUSTIFICATION OF PLACEMENT STATEMENTS

Justification meets requirements for least restrictive environment. (All three LRE questions above are checked "yes".)

☐ YES ☐ NO

Comments:

---

---

---

---

---

---

The Justification for Private Contractual School placement is consistent with information provided in the student file, Evaluation Report, IEPs, progress information.

☐ YES ☐ NO

Comments:

---

---

---

---

---

---

The file reflects a student whose educational needs are as pervasive and intense as to be unable to provide educational benefit in any public program (including other districts, State Board Operated Programs, etc.)

☐ YES ☐ NO

If "no," file is not eligible for reimbursement.

Comments:

---

---

---

---

---

---

---

---

---

---